



2014 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	University of Pennsylvania					
Program Title:	STARTALK Penn High School Chinese Academy					
Language(s):	Chinese	Grade(s) of Learners:	15-18 K-2, 3-5, 6-8, 9-12			
Heritage Speakers?		Non-Heritage Speakers?	Yes			
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	✓	<i>Distance/Online Component:</i>	N.A.
	<i>Other (please specify):</i>					
Duration:	<i>Weeks/Days:</i>	5 weeks	<i>Contact Hours:</i>	115 hours		
	Target Proficiency Level: (by end of program)	Novice high	Target Performance Level(s): (during and by end of program)	Novice high/Intermediate Low		
If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.						
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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

A group of American students are going to be exchange students in Shanghai next year. Nowadays technology and social media are inseparable from people's life. The e-communities formed on the Internet are becoming important. This program will prepare the students in 2 ways: 1) in the aspect of Chinese language, the students will be able to introduce themselves, their birthdays, families, schools, and hobbies to their future Chinese classmates and host families. They will also be able to know how to be polite guests when visiting a friend in China, as well as politely invite and receive their guests; 2) in the aspect of technology, the students will have a basic idea of the most popular social media website in China, Weibo. They will be able to write simple blogs to record their learning experiences (presentational), read their classmates and other weibo owners' weibos (interpretive), give comments on their classmates' weibos and reply to their classmates' comments (interpersonal).

To prepare for their future experiences as exchange students, at the end of the program the students will use the target language to introduce themselves (birthday, family, hobbies, life) to their future Chinese friends/host families and do another presentation in lab class to compare Chinese social media with a western social medium of their choice and explain the similarities and differences.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the

learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i>	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
I can exchange some personal information. (Interpersonal)	<ul style="list-style-type: none"> • I can use simple language to ask and talk about myself, my nationality, birthday, family and hobbies. • I can use simple language to ask and talk about my friends, classmates and teachers.
I can interact with others in everyday situations. (Interpersonal)	<ul style="list-style-type: none"> • I can greet people and politely ask someone's birthday and age. • I can have a conversation with my Chinese classmates about my likes and dislikes. • I can use simple language to introduce myself to my Chinese classmates and host family. • I can welcome my guests and ask them for some basic information. • I can interact with my guests by showing my hospitality.
I can make plans with others. (Interpersonal)	<ul style="list-style-type: none"> • I can politely invite people out. • I can politely negotiate and make a plan with friends to do some activity at some time. • I can politely accept or reject an invitation to do something or go somewhere. • I can exchange information about when and where to go.
I can present information about others using phrases and simple sentences. (Presentational Speaking)	<ul style="list-style-type: none"> • I can talk about others' family, likes and dislikes. • I can talk about others' free-time activities/hobbies.
I can present information about my life using phrases and simple sentences. (Presentational Speaking) I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. (Presentational Speaking)	<ul style="list-style-type: none"> • I can give a presentation describing myself, my family and friends to my future Chinese classmates and host family. • Using phrases and simple sentences I've practiced in class, I can present information comparing Weibo with a Western social medium (Twitter, Facebook, Whatsapp, etc.) of my choice.
I can write information about my daily life in a letter, blog, discussion board, or email message. (Presentational Writing)	<ul style="list-style-type: none"> • I can use simple language to write about my life (myself, my family, friends, a topic I learned) on Weibo.

<p>I can write short notes using phrases and simple sentences. (Presentational Writing)</p>	<ul style="list-style-type: none"> • I can write a short announcement, invitation note. • I can write simple words and phrases dealing with social media in China and the U.S.
<p>I can sometimes understand simple questions or statements on familiar topics. (Interpretive Listening)</p>	<ul style="list-style-type: none"> • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can understand simple questions or statements when people are talking about their families and hobbies. • I can sometimes understand questions or statements about family, my friends and classmates. • I can understand conversations of invitation, guests complimenting on hosts' house, hosts offering beverages to guests.
<p>I can usually understand short simple messages on familiar topics. (Interpretive Reading)</p>	<ul style="list-style-type: none"> • I can understand simple information in weibo postings and weibo comments from my friends. • I can read simple paragraphs about age, time, birthday, family members, hobbies. • I can understand basic information from an invitation.

You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<p>(1) Students listen to their classmates' presentations describing themselves and write down as many facts as they can about their classmates' families and hobbies. Students listen to their classmates' presentations about social media and list facts as to how the two social media tools are alike or different.</p> <p>(2) Students follow and read their classmates' Weibo postings as well as the comments they received on their own Weibo postings and complete a biographical worksheet on his/her classmate based upon information provided in the student's Weibo posting.</p>	<p>(1) Students will play the role of an American student and his/her host family/Chinese classmate to exchange their personal information (nationality, birthday, family, school, hobbies).</p> <p>(2) Students will play the role of the host(s) and the guest(s) in scenarios where people visit their friends' house. The host(s) should be able to welcome the guests, introduce one person to another, offer beverages, etc. The guest(s) should know how to respond to the host greetings and offer of beverages, compliment the host(s)'s house, and interact with other people, all in a culturally appropriate manner.</p>	<p>(1) Each student will give a presentation introducing themselves (birthday, family, hobbies, life) to their future host family/Chinese classmates.</p> <p>(2) Students will work in groups to present on the similarities and differences they found between Weibo and a western social media of their choice. They will use simple phrases and sentences to compare and discuss.</p> <p>(3) Students will use simple sentences to write Weibo postings to record their learning experience.</p>
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal		
1. I can use simple language to ask and talk about	"My name is _____. What is your honorable	<ul style="list-style-type: none"> Teachers make a sample self-introduction

<p>myself, my nationality, birthday, family and hobbies.</p> <p>I can use simple language to ask and talk about my friends, classmates and teachers.</p>	<p>surname/full name?"</p> <p>"I am from _____. Where are you from?"</p> <p>"I am ___ years old. My birthday is _____. How old are you? When is your birthday?"</p> <p>"There are _____ people in my family. How many people are there in your family?"</p> <p>"My _____ (family member) is a _____. (occupation) What does your ___ (family member) do?"</p> <p>"I like _____ (activity) when I have time. How about you? Do you like _____ (activity)?"</p> <p>"My teacher/friend is from ___ (place). S/he is ___ years old. There are ___ people in his/her family. S/he likes _____ (activity)."</p> <p>Cultural note: How do Chinese people list their family members?</p> <p>Why do Chinese people always ask someone's surname first?</p>	<p>and show a short video in which a Chinese language learner asked Beijing people on the street "what is your honorable surname/ full name?"</p> <ul style="list-style-type: none"> • Working in groups, students gather the information they hear from the introductions and present. • During class, students exchange the information of their names, nationalities, families, hobbies, teachers/friends.
<p>2. I can greet people and politely ask someone's birthday and age.</p>	<p>"Hello! Miss/Mr./Ms./Teacher/Doctor ____ (Surname)"</p> <p>"Nice to meet you!" "Nice to meet you too!"</p> <p>"How old are you?" "When is your birthday?"</p> <p>Cultural note: Is there a difference between asking an old person's age and a kid's age?</p> <p>How do Chinese people call others with respect? Do Chinese people call others' first names often?</p>	<ul style="list-style-type: none"> • Teachers show a short video of Chinese greeting people and asking someone's age. • Students work in groups to do role plays. The setting is the first time they get acquainted with their Chinese host families. The students take turns to be their host families and themselves to have a conversation.
<p>3. I can have a conversation with my Chinese classmates about my likes and dislikes.</p>	<p>"I like to do _____ (activity) on weekends."</p>	<ul style="list-style-type: none"> • Teachers use pictures of daily activities to teach vocabularies and basic sentence

	<p>"I want to do something."</p> <p>"Do you like ____?" "Do you want to do ____?"</p> <p>"I like ____ . I don't like ____ ." (e.g. watching movies, singing, listening to music, having Chinese/American food, reading, sleeping, Chinese/American movies.)</p>	<p>structures. Students then use the pictures to create their own like lists and dislike lists. They exchange their likes and dislikes with their classmates first and then present to the class.</p>
<p>4. I can use simple language to introduce myself to my Chinese classmates and host family.</p>	<p>"Hello! My name is ____ . I am from ____ . I am ____ years old. My birthday is ____ ."</p> <p>"I like ____ and I don't like ____ . I want to do ____ but I don't want to do ____."</p> <p>"There are ____ people in my family. My father is ____."</p> <p>"I am learning Chinese at ____ (place). I like/don't like learning Chinese."</p>	<ul style="list-style-type: none"> • Each student draws a picture of his/her family to introduce to partner. • Students use their real information to practice with their classmates and teachers will give them help.
<p>5. I can welcome my guests and ask them for some basic information.</p> <p>I can interact with my guests by showing my hospitality.</p>	<p>"Welcome! Nice to meet you! Please take a seat!"</p> <p>"What would you like to drink/eat?"</p> <p>"Would you like to have some tea or coke?"</p> <p>Cultural note: What are the appropriate etiquettes when having guests in the house? What are good and bad gifts to bring when visiting friends in China?</p>	<ul style="list-style-type: none"> • Teachers show video clips of Chinese people visiting their friends' house. • Teachers lead a discussion and have students identify what people say and do in these scenarios. • Teachers demonstrate how to greet guests and then students do role plays on situations where foods and drinks are offered.
<p>I can politely invite people out.</p>	<p>"Do you have time on ____ (time)?"</p> <p>"I'd like to invite you to ____ (location) ."</p> <p>"Our party will start at ____ (time and location)."</p> <p>Cultural note: What is the Chinese format of an invitation?</p>	<ul style="list-style-type: none"> • Teachers showed authentic and/or shortened invitations to students in class. • Each student plans a party (with time and location) and invite his/her best friend(s) out.
<p>7. I can politely negotiate and make a plan with</p>	<p>"Are you free ____ (time)?"</p>	<ul style="list-style-type: none"> • Teachers use authentic materials (e.g. calendar) to teach time words and basic

<p>friends to do some activity at some time.</p> <p>8. I can politely accept or reject an invitation to do something or go somewhere.</p>	<p>"If you are not free, how about ___ (time)?"</p> <p>"Do you like ___ (activity)? If not, do you want to ___?"</p> <p>"Let's meet at ___ (place) at ___ (time). How does it sound?"</p> <p>To reject: "I am sorry. I am not free at ___ (time)."</p> <p>"I don't like ___."</p> <p>"___ (activity) is boring. I only want to do ___ (activity)."</p> <p>To accept: "That's great! I like ___ (activity)!"</p> <p>"When and where shall we meet?"</p>	<p>sentence structures.</p> <ul style="list-style-type: none"> • Students all stand up and mingle. Each one will find the guest s/he would like to invite and make a plan with the guest. As the guest, s/he should try to turn down the invitation a few times.
<p>9. I can exchange information about when and where to go.</p>	<p>"We (will) meet at ___ (time)."</p> <p>"We (will) meet at /go to ___ (place)."</p> <p>"... is it correct?"</p>	<p>The same activity as above. Students will exchange information by using the sentence structures (on the left) when negotiating the plan.</p>
<p>Presentational Speaking</p>		
<p>1. I can talk about others' family, likes and dislikes.</p> <p>I can talk about others' free-time activities/hobbies.</p>	<p>"My teacher/father/sister/friend likes ___ and dislikes ___. I also like ___. I also don't like ___."</p> <p>"S/he often does ___ at free time."</p> <p>"There are ___ people in his/her family. S/he has ___ siblings."</p>	<p>Students pair up randomly and will be given 4 minutes to collect information they need from the partner in Chinese. Each of them will present on their partners' information to the class.</p>
<p>2. I can give a presentation describing myself, my family and friends to my future Chinese</p>	<p>Presentation opening: "Hello everyone! Today I</p>	<p>Students take turns to make a self-introduction in a speech contest format and</p>

<p>classmates and host family.</p>	<p>will introduce..."</p> <p>The sentence structures were stated in the 1st Can-do in Interpersonal.</p>	<p>afterwards they will have Q&A section to have unrehearsed conversations.</p>
<p>3. Using phrases and simple sentences I've practiced in class, I can present information comparing Weibo with a Western social medium (Twitter, Facebook, Whatsapp, etc.) of my choice.</p>	<p>"This is..."</p> <p>"I like... because..."</p> <p>"I don't like... because..."</p> <p>"I think + clause"</p> <p>"A is more adj than B." (interesting, boring, useful, difficult)</p> <p>Background knowledge of the most popular social networks/smart phone applications in China.</p>	<p>Teachers show videos introducing Weibo and other popular social networks in China and students have a discussion after watching.</p> <p>In a lab classroom equipped with computers, teachers will show how to set up Weibo account, follow other people, post and reply.</p> <p>Students work in groups to prepare for the presentation about social media and teachers will give them vocabulary and grammar help during lab classes and individual tutorials.</p> <p>Each student will be paired up with a Chinese high school student to communicate through Weibo/email/voice message. The American students will find out how Chinese young people use social media to enrich their cultural knowledge.</p>
<p>Presentational Writing</p>		
<p>I can use simple languages to write about my life (myself, my family, friends, a topic I learned) on</p>	<p>"My name is ____. I am __ years old. There are __ people in my family. They are _____. My</p>	<p>Students will write paragraphs describing their life to their Chinese friends and host families. Their paragraphs will be anonymously shown</p>

Weibo.	<p>father is __ years old. He is a __. ...”</p> <p>“My birthday is __. My friends treat me to Chinese food. We will meet at __ (location, time).”</p> <p>“I am busy/not busy on weekends.”</p> <p>“I like __ (activity) and my friend also likes it.”</p> <p>“I sometimes watch movies.”</p> <p>“I think __ (activity) is boring/interesting. I want to do something.”</p> <p>“My friend studies at __. My sister works at __.”</p> <p>“Yesterday my friend invited me to his house. I got acquainted with __. We chatted and watched TV. I went home at __ (time).”</p>	to the class and the whole class will read and correct the paragraphs. Students will vote for the best one.
I can write a short announcement, invitation note.	<p>“I would like to invite you to __ (activity).”</p> <p>“Please go to __ (place) at __ (time).”</p>	<p>Teachers show authentic invitation notes.</p> <p>Students work in groups to discuss on whom to invite and write an invitation to the guests.</p>
I can write simple words and phrases dealing with social media in China and the U.S.	<p>“This is...”</p> <p>“I like... because...”</p> <p>“I don’t like... because...”</p> <p>“I think + clause”</p> <p>“A is more adj than B.” (interesting, boring, useful, difficult)</p>	<p>Students work in groups to write script for the presentation about social media and teachers will give them vocabulary and grammar help during lab classes and individual tutorials.</p> <p>With teachers’ help during lab classes and individual tutorials, students write short Weibo postings with simple phrases to inquire and describe Chinese and Western social media networks. Their postings will be read and commented by their classmates and Chinese high school students.</p>

Interpretive Listening

<ul style="list-style-type: none"> I can understand if people are talking about their family, hobbies. I can sometimes understand questions about how old I am, where I live, what I do in my free time, my family, my friends and classmates. 	<p>As previously stated.</p>	<p>Students watch videos of Chinese native speakers' conversations about the topics they have learned and recap what they have heard.</p> <p>Students listen to their classmates' presentations about their families and ask questions.</p>
<ul style="list-style-type: none"> I can understand conversations of invitation, guests complimenting on hosts' house, hosts offering beverages to guests. 	<p>"I would like to invite you to..." "Your house is big and beautiful!" "Would you like to have some tea/coke/water?"</p>	<p>Students watch some videos of Chinese people receiving their guests and answer comprehensive questions.</p> <p>Students form groups to do role plays and also watch their classmates' role plays. They will listen to the inviting and complimenting conversations both within their groups and from other groups.</p>

Interpretive Reading

<ul style="list-style-type: none"> I can understand simple information in Weibo postings and Weibo comments from my friends. I can read simple paragraphs about age, time, birthday, family members, hobbies. 	<p>The vocabularies and sentence structures have been previously stated.</p> <p>Some basic words on Weibo such as "News feed" "Send" "Reply" "You have received a new comment." "Someone just tagged you."</p>	<p>In class students will read authentic paragraphs written by Chinese native speakers relevant to the topics they are learning.</p> <p>During lab class, students will go to Weibo website with the guidance from teachers and read simple postings and comments written by their classmates.</p>
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<ul style="list-style-type: none"> I can understand basic information from an invitation. 	<p>Format of invitations.</p> <p>“ ____ (Name), I would like to invite you to ____ (activity) because ____ (reason). Let’s meet at ____ (place) at ____ (time). ____ (name) and ____ (name) are also coming.”</p>	<p>Teachers show authentic invitation notes to students and students find out the purpose, time, location, guest’s name and host’s name of the invitation.</p>
<p style="text-align: center;"><i>You may add additional rows as necessary.</i></p>		

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

<ul style="list-style-type: none"> Authentic materials (calendar, invitation cards, pictures) Video clips of authentic conversations between Chinese native speakers Video clips and websites introducing Chinese social media Sample dialogues (from Intergrated Chinese Level I Part I, Lessons 1-5, covering sub-topics such as greetings, family, time & dates, hobbies, and visitng friends) accompanied with audio files and text videos Canvas.com will be used as a management and student-teacher interaction tool. Students will use Canvas tool to practice speaking and listening. (All PHSCA classrooms are equipped with the latest technology and have access to the internet. YouTube, PPT and online Chinese learning materials will be used to practice speaking the language in meaningful contexts.)
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Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

Time Frame	Activity
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9:00-10:00 --- Lecture class	Students learn key vocabulary and sentence structures related to the sub-topics with a powerpoint presentation made by the teacher.
10:00-11:00 --- Lab class	Students explore products and practices about Chinese social media with multi-media materials (audio clips , video clips, smart phones and internet) under teacher's guidance.
11:00-12:00 --- Language Practice class	Students conduct pair-up activities, group activities, language games and role-play activities designed by the teacher.
1:00-3:00 --- Individual Tutorial session	Students take turns meeting with the teacher for a 20-minute individual tutorial. Teachers will provide individual help and practice based on student's specific needs. The teacher will also use different assessment tools to assure student's learning.